



Parent & Student Handbook 2021-2022

SECONDARY SCHOOL





Dear Parents and Students,

At Global Jaya School, now more than ever, we recognize that the learning process is a partnership between children, teachers and parents. If this partnership is to grow we have to ensure that we continually seek ways to improve upon communication, thus enhancing the partnership between home and school.

We hope our Secondary School Parent & Student Handbook will help to do this by providing insight and clarification into our daily operations and procedures while helping you to get to know our school better.

Please read this handbook and if you require any additional information or clarification, please do not hesitate to contact us at the school.

Sincere regards,

Cory Carson

Head of School

headofschool@globaljaya.com

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SECONDARY SCHOOL LEADERSHIP TEAM



Steve Spannring
Secondary Expatriate Principal
stevens@globaljaya.com



Yohanes Edi Sunarya
Secondary Indonesian Principal
edi@globaljaya.com



Vicki Gardner
Secondary Dean of Students
vicki@globaljaya.com



Ram Pandey
Diploma Programme Coordinator
ramp@globaljaya.com



Dani Priambodo
Middle Years Programme Coordinator
dani@globaljaya.com

GLOBAL JAYA SCHOOL VISION & MISSION

Vision

- Global Jaya School facilitates the development of lifelong learners who:
- are creative problem solvers with a broad perspective of the world around them.
- are respectful, moral individuals who take pride in their national heritage.
- are equipped to participate in the international community as team members and leaders.

Mission

- Based on the vision, Global Jaya School will:
- provide experiences through which the knowledge and skills necessary to encourage problem solving are developed.
- cater for individual learning needs and a range of learning styles.
- develop students' communication skills to actualise their academic potential in both English and Bahasa Indonesia or their mother tongue.
- deliver and enrich an internationally accredited curriculum within an Indonesian context.

Motto

- "Gateway to the World."

Definition of Learning

- At Global Jaya School, learning is the lasting growth, change, and development of knowledge, skills, understanding, and behaviour.

The IB Learner Profile

As an IB World School, Global Jaya School looks to the IB Learner Profile as a guide to the character traits we wish to instill in our students. These ten attributes form the basis for the behavioural and developmental expectations for our students, but also represent the characteristics we seek to model for our students. Therefore, it is not just the students, but all members of the GJS community who should know, understand, and actively seek to develop these ten attributes. The full IB Learner Profile can be found on the following page.

THE IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

ORIGINS AND BACKGROUND

Sekolah Global Jaya was established in July 1995, starting with pre-school up to Year 4 with an initial total of about 90 students. The aim of the school was to provide a different educational opportunity for Indonesian students to prepare them to be actively contributing global citizens. This forward-looking vision was the idea of Bapak Ciputra who, at that time, was the President Director of PT Pembangunan Jaya as well as the Chairman of the Board of Commissioners of the Jaya Group.

To support its vision, Sekolah Global Jaya employed both Indonesian and expatriate educational leaders and teachers. Bahasa Indonesia and English were used in daily communication and learning. While the national curriculum remained as the reference for its teaching scope, Sekolah Global Jaya made use of internationally practiced teaching methods and resources. Over time, the school developed its own curriculum.

In 1999, Sekolah Global Jaya was accepted as a candidate school of the Western Association of Schools and Colleges (WASC) - an accrediting commission based in the USA – and obtained full accreditation in July 2001. In 2007, 2013 and again in 2018, the school successfully underwent re- accreditation.

The introduction of the International Baccalaureate Programmes (Primary Years Programme and Middle Years Programme) in March 2003 further internationalised the school curriculum. During the 2004-2005 school year, Sekolah Global Jaya was authorised by the International Baccalaureate Organization as an IB World School (PYP and MYP).

In February 2006 Sekolah Global Jaya was authorised by the IBO to use the IB Diploma Programme. As a result, students who attend Sekolah Global Jaya follow a consistent programme from K – 12 consisting of the PYP, MYP and DP before exiting the school.

In June 2009 Sekolah Global Jaya was officially recognised by the Indonesian Department of Education (DEPDIKNAS) as a nationally registered school with international standards. As a result, the school name was changed to **Global International Jaya School**.

In 2014, the Indonesian Ministry of Education and Culture implemented a new law forbidding the inclusion of the word 'international' in school names. Therefore, according to the regulation and a deadline of the 1st December 2014, we are now called **Global Jaya School**. The name change had no effect on our curriculum or any of the programmes offered at GJS; however, it now requires that all students of Indonesian nationality take the Ujian Nasional (UNAS) in Year 9 and Year 12.

The Indonesian Ministry of Education and Culture has recently instituted a program which designates GJS as an SPK school (Satuan Pendidikan Kerjasama – Joint Operation School). As a result, GJS will be working together with a local sister school of relatively equal size and status to improve teaching practices and learner outcomes.

STRUCTURE AND ACCREDITATION

SCHOOL STRUCTURE

- Primary School: Kindergarten - Year 6
- Secondary School: Year 7 - Year 12

ACCREDITATION AND AUTHORIZATION

TK: Accredited December 2006 – Status A.

SD: Established January 1995; accredited 1996, status – “Disamakan” Re-accredited, 2003 – status A, 2007 – Status A.

SMP: Established 1996; accredited December 1997, status – “Disamakan” Re-accredited, 2006 – status A.

SMA: Established 1998; accredited 1999, status – “Disamakan” Re-accredited, 2007 – status A.

INTERNATIONAL ACCREDITATION AND AUTHORIZATION

International accreditation and authorization necessitates that Global Jaya School operates at an approved standard accepted by the international education community.

Whole School:

Western Association of Schools and Colleges (WASC) accredited 2001. Re-Accredited, 2007, 2013, 2018.

WASC is an accrediting commission for schools and is based in the U.S.A. It is one of six regional accrediting commissions in the U.S.A. and accredits schools in California, Hawaii and East Asia.

WASC accreditation is given to schools that meet high standards of educational practice. This is recognised by universities and colleges across the U.S.A. Global Jaya School provides all graduating students with a school certificate that incorporates the WASC logo, thereby assisting universities in the USA to easily identify the standard of education the student has received.

The International Baccalaureate Organization (IBO)

Primary School:

- International Baccalaureate Organization’s (IBO) Primary Years Programme: authorized March 2005; reauthorized in March 2008, April 2013 and April 2018.

Secondary School:

- International Baccalaureate Organization’s (IBO) Middle Years Programme: authorized in September 2003; reauthorized in March 2009, April 2013 and April 2018.
- International Baccalaureate Organization’s (IBO) Diploma Programme: authorized in February 2006; reaccredited in April 2013 and April 2018.

IBO is a non-profit educational foundation based in Geneva, Switzerland offering the Diploma Programme for students aged 16 to 18 in the final two years of school, the Middle Years Programme for students in the 11 to 16 age range, and the Primary Years Programme for students aged 3 to 12 years.

The IBO has authorized over 4500 schools in 149 countries to teach these programmes. In addition, the organisation provides teacher-training, electronic networking and other educational services to these schools.

CURRICULUM

Our curriculum seeks to achieve the outcomes described by our vision, mission and the IB Learner Profile. Curriculum is reviewed every year to ensure that it is not only aligned to these principles, but that it also aligns with the needs of our student population. Please see the [appendix](#) for links to both MYP and DP guides.

Middle Years Programme (MYP)

The Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11 to 16 years.

The MYP is a course of study designed to meet the educational needs of adolescents. The MYP aims to help students develop the knowledge, attributes and skills they need to participate in an ever- changing world. It equips students to be truly global citizens.

The MYP provides a framework within which we are free to create our own curriculum. The MYP framework emphasizes the development of intercultural awareness, communication skills and an understanding of the relevance of learning for all students.

Diploma Programme (DP)

The International Baccalaureate (IB) Diploma Programme is a demanding two year, pre-university course of study, culminating in externally-assessed examinations. It is designed for highly motivated, well organised students aged 16 to 19. In particular, the IB Diploma aims to:

- prepare students for tertiary studies
- provide students with a balanced education
- foster critical thinking skills
- encourage cultural understanding and respect
- develop international awareness and broaden perspectives.

To be eligible to attain the IB Diploma students have to study six subjects, three subjects at standard

level and three subjects at higher level, and satisfactorily complete the requirements of the Extended Essay, Theory of Knowledge (TOK) and Creativity Activity and Service (CAS).

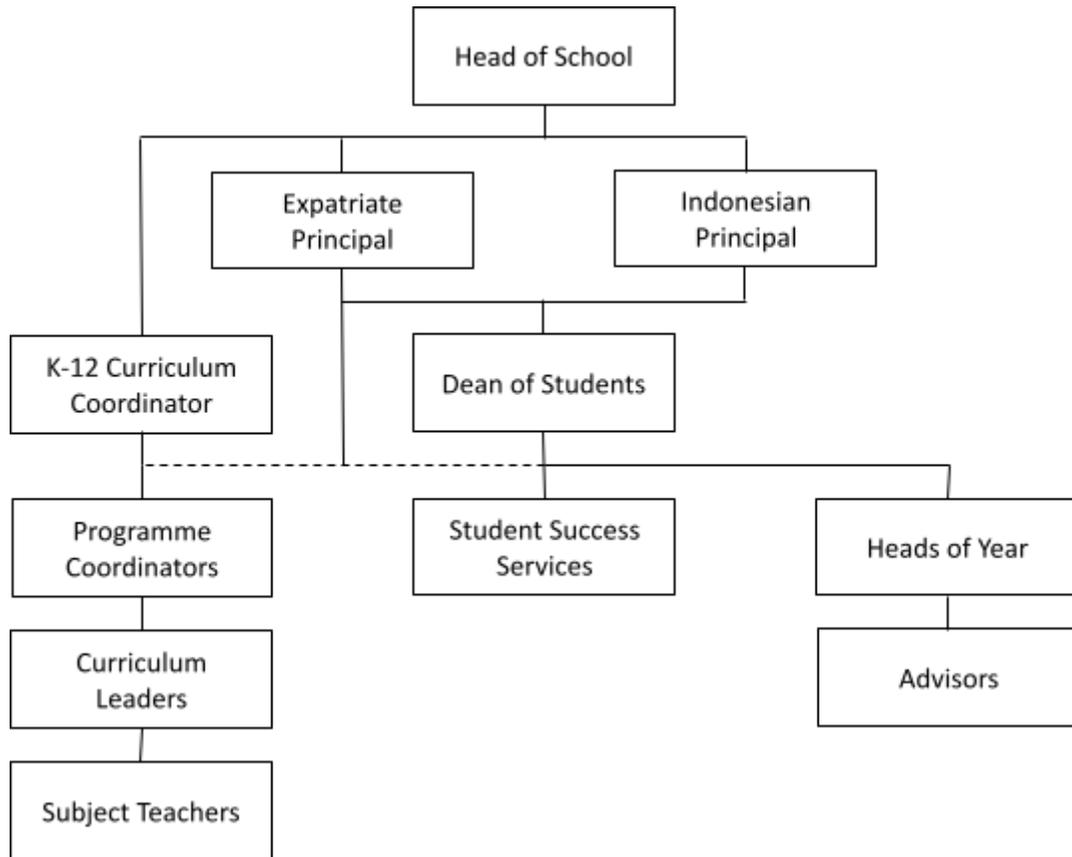
Indonesian National Curriculum

In addition to the IB MYP and DP, Global Jaya School also follows the Indonesian National Curriculum for all Indonesian students. Students in years 7-12 take PPKn (Civics), Agama (Religion), and Bahasa Indonesia. Non-Indonesian students take Indonesian Studies in place of PPKn.

Advisory

The Advisory curriculum framework is designed by the Advisory Coordinators under the guidance of the Dean of Students. Heads of Year and Advisors are responsible for delivery of the curriculum through daily morning Advisory sessions, Friday Extended Advisory and Year Level Meetings.

TEACHING ORGANISATION AND TEACHING STAFF



ACADEMICS AND CURRICULUM

Subject Teacher

Teachers are organized into departments based on IB subject group(s) and often teach in both the Middle Years and Diploma Programmes. The primary function of teachers as Global Jaya is effectively delivering and assessing the collaboratively planned curriculum. Teachers may have many additional responsibilities beyond the classroom, including but not limited to: Advisory teacher, Curriculum Leader, Head of Year, coach, club sponsor, project or essay supervisor, and student supervision duties.

Curriculum Leader

The Curriculum Leader (CL) is a teacher who provides pedagogical leadership in the interest of improved student learning. She/he must be a model teacher who is able to coach others in all of the professional standards outlined below. The CL facilitates goal setting for team members and holds them accountable to the standards and expectations of GJS and our accrediting bodies. The CL is his/her team's representative to Coordinators, Principals and the Head of School based on the following responsibilities.

PASTORAL CARE & WELLBEING

Pastoral Care and wellbeing are integral to the academic success of our students and the overall wellness of the Global Jaya School Community. While pastoral care is the responsibility of all members of the community, the Secondary Dean of Students, with oversight from the Secondary School Principals, is responsible for the overall structure of the programme. The Dean of Students, Student Success Services, Advisory Coordinators, Heads of Year and Advisors all play a vital role in ensuring the programme is delivered with integrity and that students' needs are met.

Counselors

Counselors provide a comprehensive guidance and counseling program designed to address the social, emotional, and educational needs of all students. The Secondary Counselor's primary responsibility is to provide guidance (to both students and teachers) to help ensure the social and emotional wellbeing of all students in their assigned year levels. The university counselor has additional responsibilities to help guide students in their decisions beyond Global Jaya School.

Heads of Years

The position of Head of Year (HoY) is primarily a pastoral position available to any Secondary school teachers who have shown a commitment to the values of Global Jaya. The HoY supports the work of the Advisory Coordinators in ensuring the delivery of the Advisory curriculum. The HoY is responsible for tracking academic, attendance, and behavioural concerns and informing parents when the need arises. The HoY is also responsible for organizing Year Level meetings, and facilitating the students' planning and implementation of the Year Level Assembly.

Advisors

All Secondary School teachers, except Heads of Year, may be required to teach Advisory. The Advisor role is at the heart of all pastoral systems in Secondary and, as such, acts as a bridge between the student, parents and the school. The Advisor is accountable to the Advisory Coordinators in terms of delivering the Advisory curriculum and to their respective Head of Year with regards to all other matters. Where possible, in order to support the development of close, nurturing relationships, Advisory teachers will remain with their Advisory class throughout their Secondary school journey.

SECONDARY LEADERSHIP TEAM

Middle Years Programme Coordinator

The Middle Years Programme Coordinator (MYPC) is the leader of all aspects of the Middle Years Programme and works with principals, teachers and students to ensure the programme's effective implementation. The MYPC also works together with other IB Programme Coordinators as a whole school team, in collaboration with the Curriculum Coordinator, to advise Leadership and coordinate cross-programme activities, transitions and related curriculum needs.

Diploma Programme Coordinator

The Diploma Programme Coordinator (DPC) is the leader of all aspects of the Diploma Programme and works with principals, teachers and students to ensure the programme's effective implementation. The DPC also works together with other IB Programme Coordinators as a whole school team, in collaboration with the Curriculum Coordinator, to advise Leadership and coordinate cross-programme activities, transitions and related curriculum needs. The Diploma Programme Coordinator is responsible for ensuring all Diploma Programme and Diploma Courses candidates are properly registered for Diploma Exams.

Dean of Students

The Secondary Dean of Students is a member of the Global Jaya School Leadership team and is primarily responsible for leading programmes to monitor and maintain the wellbeing of students. The Dean of Students oversees Student Success Services and the Advisory Programme and is a co-lead of the Child Protection Team.

Principals

The Secondary Principals are the pedagogical leaders of the school. Their shared responsibilities are to

- Articulate the Global Jaya School Vision and Mission to the community.
- Ensure school activities are in harmony with the expressed values of the school and with the corresponding strategic plans.
- Develop and nurture quality relationships, both within the school and beyond.
- Ensure the implementation of the IB learner profile in a way that is consistent with the GJS Vision and Mission and maintains a high standard of education.

The Secondary Indonesian Principal has the additional responsibility to liaise with the Indonesian Ministry of Education and Culture.

SECONDARY STAFF LIST 2021-2022

Groups 1 & 2-Languages

Bahasa Indonesia

[Ibu Tisa](#) (CL)
[Pak Agung](#)
[Ibu Astuti](#)
[Ibu Estina](#)
[Ibu Indri](#)
[Ibu Rina](#)
[Ibu Wening](#)
[Ibu Widya](#)

English

[Ibu Charlotte](#) (CL)
[Pak Chris Dickerson](#)
[Pak Chris Thompson](#)
[Ibu Christine](#)
[Pak Derrick](#)
[Ibu Melanie](#)
[Ibu Samantha](#)

MFL

[Pak Adj](#) (CL)
[Ibu Angeline](#)
[Ibu Dani](#)
[Ibu Yuni](#)
[Pak Song](#)
[Ibu Veronique](#)

Group 3-Individuals and Societies

[Ibu Shweta](#) (CL)
[Pak Ali](#)
[Pak Aryo](#)
[Pak Boy](#)
[Ibu Dwi](#)
[Pak James](#)
[Pak Kunwar](#)
[Pak Tommie](#)

Group 4-Sciences

[Ibu Catherine](#) (CL)
[Ibu Agra](#)
[Ibu Celi](#)
[Ibu Laili](#)
[Ibu Nandini](#)
[Pak Pandu](#)
[Pak Rizky](#)
[Ibu Yoshie](#)

Group 5-Mathematics

[Pak Jalaj](#) (CL)
[Pak Budi](#)
[Ibu Lily](#)
[Ibu Nia](#)
[Ibu Nova](#)
[Pak Sanjay](#)

Group 6-Arts

[Pak Eric](#) (CL)
[Ibu Adisty](#)
[Ibu Diana](#)
[Pak Peter](#)
[Ibu Ria](#)
[Pak Santosa](#)
[Ibu Tria](#)

Theory of Knowledge

[Pak Ram](#) (CL)
[Pak Chris Thompson](#)
[Ibu Dani](#)
[Pak Jalaj](#)
[Pak Peter](#)
[Ibu Tisa](#)

Design

[Pak Alan](#)
[Pak Aryo](#)
[Pak Dodin](#)
[Pak Irwan](#)

Physical Health and Education

[Pak Totok](#) (CL)
[Pak Anto](#)
[Pak Rama](#)
[Pak Tofan](#)

PPKn/Indonesian Studies

[Ibu Cindy](#)
[Ibu Farha](#)

Religion

[Pak Eka](#) (CL)
[Ibu Dayu](#)
[Ibu Margaretha](#)
[Ibu Mariani](#)
[Pak Tisno](#)
[Pak Nanda](#)

Student Success Services

[Ibu Deceiria](#)
[Ibu Ingrid](#)
[Ibu Joanne](#)
[Ibu Reni](#)

IB Coordinators

[Ibu Celi](#) (Extended Essay)
[Ibu Dani](#) (MYPC)
[Ibu Diana](#) (Service as Action)
[Ibu Popy](#) (Personal Project)
[Pak Ram](#) (DPC & TOK)
[Ibu Widu](#) (CAS)

Principals

[Pak Edi](#)
[Pak Steve](#)
[Ibu Vicki](#) (Dean of Students)

Administrative Assistants

[Ibu Ira](#) (Years 10-12)
[Ibu Nina](#) (Years 7-9)

HEADS of YEAR, ADVISORY TEACHERS, AND ALLOCATION

HoY	CLASS	TEACHER	ROOM
Rama	Year 7A	Charlotte	A15
	Year 7B	Agra	A12
	Year 7C	Nia	A13
	Year 7D	Catherine	A11
Tofan	Year 8A	Estina	A36
	Year 8B	Irwan	A37
	Year 8C	Rizky	A35
	Year 8D	Nova	A34
Anto	Year 9A	Christine	A33
	Year 9B	Ali	A31
	Year 9C	Sanjay	A32
	Year 9D	Chris D	A30
Popy	Year 10A	Wening	A20
	Year 10B	Tommie	A22
	Year 10C	Adisty	A21
	Year 10D	Derrick	A23
Dwi	Year 11A	Jon	B30
	Year 11B	Agung	B31
	Year 11C	Mel	B32
	Year 11D	Ria	B33
Boy	Year 12A	Sam	B20
	Year 12B	Yoshie	B21
	Year 12C	Peter	B22
	Year 12D	Tria	B23
	Year 12E	Widya	B24

2021-2022 HOME-BASED LEARNING

Due to the Covid-19 pandemic, Global Jaya School will continue to conduct classes via Home-Based Learning (HBL) until further notice. Please click on the following links for a complete explanation of the HBL procedures for the [MYP](#) and [DP](#). These procedures are regularly reviewed with input from students, teachers, and parents and amended as necessary. Our goal is to maintain our high academic standards, while also looking out for the wellbeing of our students and teachers. You may also check the [GJS HBL website](#) for additional information.

SECONDARY BELL SCHEDULE

The Secondary School operates on a six period (55 minutes) timetable Monday-Thursday, and a modified four period timetable on Fridays in order to accommodate for Friday Prayer. Fridays also include a shortened 45 minute period, which rotates between Assembly, Year Level Meeting, Extended Advisory, and House Meeting time. Students begin everyday with a ten minute Advisory period. **Please note that the timetable listed below does not represent the adjusted timetable for Home-Based Learning. Please see the MYP & DP HBL Procedures documents for HBL timetables.**

Period	Bell Times	Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	7:30-7:40	Advisory				
Period 1	7:45-8:40					
Period 2	8:45-9:40					
Break	9:40-10:05	Break				
Period 3	10:10-11:05					
Period 4	11:10-12:05					11:10-11:45 Ext. Advisory
Lunch	12:05-12:55	Lunch				11:50-12:30 Prayer
Period 5	1:00-1:55					12:30-1:30 Lunch
Period 6	2:00-2:55					1:35-2:30 Period 4

ATTENDANCE

Regular attendance is required throughout the year to enable students to obtain the most benefit from their educational experience.

It is an expectation that students maintain a 100% attendance record. A record of their attendance is kept by the Head of Year. Global Jaya School follows the Ministry of Education and Culture recommendation that, in order to earn credit for their classes, students must maintain a minimum of 90% attendance in every class. Because we have approximately 190 school days per year, GJS has set the maximum days of absence at 19 days. If a student misses more than 19 days of any individual class, that student will not receive credit for that class and runs the risk of repeating the year level.

Attendance is tracked per class in the Secondary School. For example, if a student misses the first two periods, but attends all other classes that day, the student will be counted absent for the first two classes, but present for the rest. When it comes to tracking attendance, we do not distinguish between approved or unapproved absences; an absence from class is an absence from learning. Heads of Year will communicate with parents whose child has missed a number of classes and will call for meetings if a child misses 10 lessons, and again at 15 lessons.

Tardiness is tracked for all classes and is closely monitored for morning Advisory. Every student is granted three tardy arrivals to morning Advisory without consequence. For every subsequent tardy, students are assigned a break time detention from 9:45-10:05. There is no longer a designation for late by permission. A student is either counted present, absent, or late to morning Advisory.

Permission to be absent

If parents are aware that their child will be absent from school, parents must contact the Secondary School Administrative Assistants at adminassistants@globaljiva.com. The Administrative Assistants will change the child's attendance appropriately. In case of extended absences for non-medical purposes, a letter of explanation must be provided to a Principals. The Principals will give permission for this absence at their own discretion. The absences are still recorded, but the Principal's decision will be taken into account if an excessive number of absences brings progression into question.

Students in Years 7-12 are expected to attend all classes throughout the academic year. Regular absenteeism results in disruptions to learning and not only affects the student involved but also their peers, the teacher and administrators.

REPORTING AND GRADING

Students in the Secondary School receive reports at the end of each term. For Terms 1 & 3, students in Years 7-11 write reflections about their own learning. For these reports, there are no grades reported by teachers, but grades for individual tasks can be seen on ManageBac. Students in Years 7-11 receive grades, as well as personalized feedback from teachers on their Semester 1 and Semester 2 Reports.

Students in Year 12 receive grades and personalized comments on all reports in Year 12. The final report for Year 12 students is released in Term 3. This report is largely based on the Year 12 Mock IB Exams, which students take in February or March. These final Year 12 reports also determine the graduation status of our Year 12 students. For more information about graduation requirements, please see the [Internal Progression Procedures](#) document. *Note: Internal progression procedures are subject to change during Home-Based Learning. Secondary leadership will communicate any changes well in advance.

For a complete explanation of grading procedures in MYP and DP, please refer to the handbooks linked in the [Appendix](#).

MID SEMESTER CONFERENCES (MSC)

Mid Semester Conferences are held at the end of Term 1 and the end of Term 3. These conferences are designed to be a three-way conversation between parents, students, and the student's teachers. The purpose of the conferences is to discuss student reflections and the individual task performance to ensure students, parents, and teachers are in agreement about the student's strengths and areas for improvement. The goal in all of these meetings should be to provide the student with the confidence and tools to improve as the year progresses.

Prior to Mid Semester Conferences, parents will receive an email with information about how to register. Parents who miss the deadline to register may set meetings with individual teachers for the week after MSC have finished.

ACTIVITIES

The purpose of After School Activities at Global Jaya School is to support students' special interests while giving them opportunities to refine their chosen skills. Participation in After School Activities for Secondary students is optional. Some of the activities available include: various sports, painting, science club, choir, cooking, film making, and others.

Registration

At the beginning of each semester, a booklet that lists all the After School activities will be produced. Included in it is a form to be filled in by students, indicating the activities in which they want to enroll. This system will help the school to arrange students according to their interests and to give information about the aim, time and venues of all activities. Once a child selects an After School activity, they are not permitted to change it until the next semester.

Activities led by Global Jaya School teachers are free of charge, while those conducted by outside providers are charged according to the price quoted. Payment can be made through the school cashier. All payments must be made before the activity commences. Students will not be permitted to participate unless payment has been made.

Student Success Services (SSS)

The Student Success team, which consists of the Dean of Students, 3 counsellors and 1 Learning Diversity specialist, offers support services for students, staff and parents. The counsellors are able to assist students with personal problems, as well as with subject and career guidance. They can also provide information about outside services that can give assistance if personal problems arise. The Learning Diversity specialist will help students with individual learning needs.

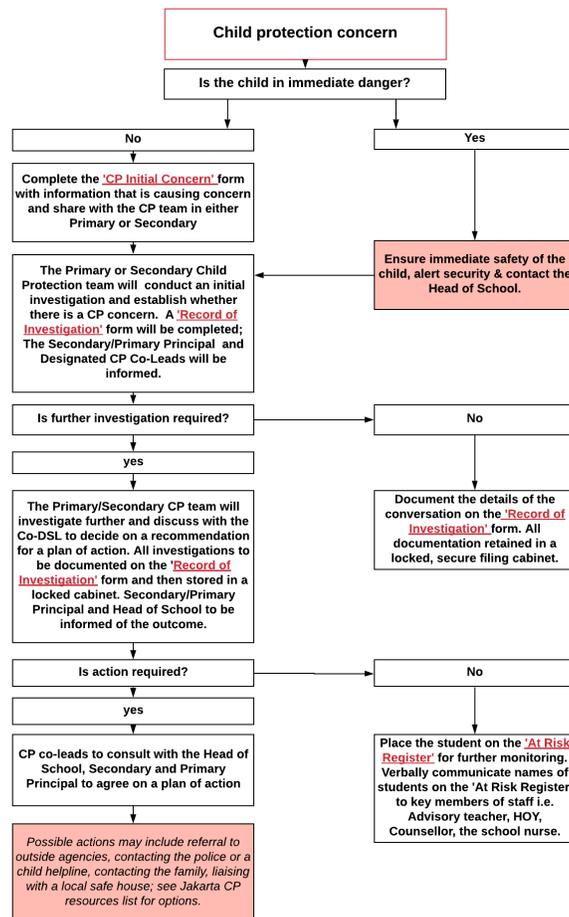
In general, the Student Success Services has the following responsibilities

- to provide counselling support for students
- to arrange/organise university and career centre visits
- to act as a university information resource centre
- to facilitate goal setting and individual career plans
- to provide career pathway advice
- to promote education exhibits and fairs
- to provide study skills and exam preparation programmes
- to provide learning support for students
- to provide harassment and bullying prevention programmes
- to provide puberty change and relationship education – Year 7-Year 9
- to provide a drug prevention programme
- to provide referrals to outside agencies, when necessary.

CHILD PROTECTION AND SAFEGUARDING

Global Jaya School (GJS) is committed to promoting and protecting the safety and the well-being of the children in its care. GJS believes that all children have a right to feel safe and to be safe, not only when they are at school, but also when they participate in school activities outside the school; therefore, it is our belief that all students have equal rights to protection from acts of abuse whether they occur at school or off campus. GJS believes that child protection reflects its core values and everyone working at the school is responsible for ensuring that the right to protection and access to confidential support systems are available to all community members.

If any person at GJS knows or suspects a child is in immediate risk of an act of abuse, or is a victim of an act of abuse, they will take necessary action and, if it is deemed necessary, will contact the designated Child Protection Coordinator. Click here to see the [Child Protection Policy](#) in full.



GJS Child Protection Team

Child Protection Designated Co-Lead	Child Protection Designated Co-Lead	Secondary School Child Protection Officer	School Board Representative
Pak Edi: (021) 745 7562 ext. 251	Ibu Vicki: (021) 745 7562 ext. 256	Ibu Joanne: (021) 745 7562 ext. 264	Ibu Devi Trisnadi

COMMUNICATION

Education is a group effort between the student, school, and parents/caregivers and we encourage consistent and positive communication between all parties involved. In order for this communication to be most effective, every situation has an optimal line of communication to follow. The first line of communication should always be between the student and teacher. If further communication is required, please follow the lines of communication below. All meeting requests must go through the Secondary School Administrative Assistants.

For academic matters:

Student→Teacher→Curriculum Leader→Programme Coordinator→Secondary Principal

For behavioural matters:

Student→Teacher→Advisor→Head of Year→Dean of Students→Secondary Principal

For social/emotional matters:

Student→Advisor→SSS→Dean of Students

ManageBac

All official communication from the school will be sent via a message in ManageBac. ManageBac is also the means through which teachers communicate tasks, calendars, and deadlines to students. Parents and students are registered with ManageBac accounts when enrolling at GJS and can use the program to message teachers.

Email

All students, teachers, and leadership members have Google email accounts through GJS. Students' emails end with the domain @student.globaljaya.com and all staff emails end with the domain @globaljaya.com. Email addresses for students are set up through the IT department and are usually based on the student's first name. Parent emails are not provided by the school, but parents should always keep their email up-to-date on ManageBac. If you do change your email, please login to ManageBac and change it via your profile.

Year Level Representatives

School communication will also be sent out by Year Level Representatives via WhatsApp.

Kontak

Kontak is the monthly online newsletter of Global Jaya School. It is a celebration of what has happened at Global Jaya School throughout the previous month.

Student Bulletin

The student bulletin is published daily. The link for the bulletin, which changes every term, can be found on the Year Level calendar in ManageBac. Students and parents are encouraged to bookmark this link in their browser.

FIELD TRIPS AND OVERNIGHT EXCURSIONS

Rationale:

It is our belief that learning through experience is one of the ways in which students can learn best. Using the community as a teaching resource will help students to understand the world they live in. It is envisaged that experiences outside the classroom that facilitate valuable learning become an integral part of the curriculum. The school field trip, retreat and camp programmes enable students to further their inquiry and develop their approaches to learning in a non-school setting. Field trips, retreats, tours and camps may have creativity, activity, service, cultural, environmental, religious or outdoor emphasis and are important aspects of the educational programmes offered at Global Jaya School.

Aims:

- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school and that valuable and rich learning takes place in the real world.
- To provide shared class experiences and a sense of group cohesiveness.
- To further develop the relationship between staff and students.
- To develop an appreciation of the natural environment.
- To provide a programme that delivers opportunities for skill and knowledge development.
- To encourage lifelong involvement in worthwhile leisure and community pursuits.
- To provide a programme that promotes the learner profile attributes.

Implementation:

Field trips

Half or full day excursions arranged by individual course teachers or departments.

Camps/Study Tours

Camps or overnight stays will embody a wide variety of curriculum elements which should be followed up upon return to the classroom. Camps (Year 7 Jogja, Year 11 CAS trip, etc.) and study tours (WSC, MUN, HMCA and other overseas trips) are paid for by the parents, with no funding from the school.

Week Without Walls

- Week Without Walls is a designated week in September during which all students except Year 12 are involved either in a school-organized camp/study tour, or a service project of their own design. If students or parents have organized a trip or service project of their own during this week, the school and/or teachers may assist in the planning process to ensure the trip meets Service as Action requirements, but GJS staff will not act as chaperones as these trips.
- Teachers are to follow the procedures for organizing camps.

Behaviour Policy: Providing a Safe & Secure Learning Environment

1.Rationale

Global Jaya School (GJS) is committed to promoting and protecting the safety and the well-being of the children in its care. We believe that children learn best when they are provided with a positive, safe and supportive environment in which to grow. Accordingly, all members of the Global Jaya community have both rights and responsibilities in contributing to sustaining our positive, safe and supportive community.

The driving principle behind our work is to, “ ... facilitate the development of lifelong learners who; have a broad perspective of the world around them; are respectful and moral individuals and who are equipped to participate in the international community as team leaders and leaders.” (Global Jaya School vision)

We aim to support students to develop, “... problem solving and communication” skills (Global Jaya School mission) and encourage them to be, “Inquirers, Thinkers, Communicators, Principled, Open-Minded, Caring, Knowledgeable, Risk-Takers, Balanced and Reflective.” (IB Learner Profile attributes)

2.Principles

As an IB World School, we believe in an holistic education, which means that we are concerned with developing the whole person. “Along with cognitive development, IB programmes are concerned with students’ social, emotional and physical wellbeing, and with ensuring that students learn to respect themselves, others and the world around them.” **“IB learners” What is an IB education? (updated June 2015, November 2019)**

The learner profile attributes inform our behavioural aims, the way that we reflect on and correct our behaviour and imply a commitment to help all members of the community to learn to respect themselves, others and the world around us.

Where students are not fulfilling their responsibilities as members of the GJS community, we aim to help the student to first identify that they are not meeting the responsibility and then help them to understand why this might be the case. If, through not meeting their responsibility, they impact on the rights of others, we aim to work restoratively with the students to help them to put things right.

We believe that in managing student behaviour, we must develop a culture of recognition across the school. By recognising and promoting the sorts of behaviours and interactions that we want to see in our positive learning community, we are modeling and emphasizing our expectations.

5. The Student Code of Conduct

The student code of conduct is built upon the rights and responsibilities that underpin our community values. For clarity, the code of conduct includes possible examples of when responsibilities are not fulfilled. These examples are included to illustrate the types of mistakes we might see in connection with the corresponding rights and responsibilities and should not be considered as an exhaustive list.

The code of conduct also includes an outline of possible school responses. The range of hierarchical responses indicate the different kinds of responses we might enact, depending on the severity and pervasiveness of the mistake. This list is meant for illustration purposes only.

At GJS, the student code of conduct is based on the following beliefs:

- Just as all students have rights, along with rights come responsibilities.
- Making mistakes is an ordinary part of what it means to be human.
- Our role as a school is to help students to:
 - learn from their mistakes
 - take responsibility for their actions
 - put the mistake right
 - help the student to ‘bounce back’ after making a mistake
- Responses should involve a consideration of individual circumstances as well as the rights, safety and wellbeing of all community members.
- Where mistakes are made, responses should be connected to the nature of the mistake in order to emphasize the learning opportunity.
- A distinction is made between the mistake and the child making the mistake.
- All investigations, interactions and responses are objective and open-minded; all parties are treated with respect and dignity at all times.

The Underpinning rights and responsibilities

Global Jaya Student Code of Conduct	
Rights	Responsibilities
<i>I have the right to be treated with dignity and respect</i>	<i>I have the responsibility to be a caring and compassionate, globally conscious citizen</i>
<i>I have the right to a positive, safe and secure environment (both physical and psychological)</i>	<i>I have the responsibility to contribute towards a positive, safe and secure environment (both physical and psychological)</i>
<i>I have the right to my own intellectual property</i>	<i>I have the responsibility to respect the intellectual property rights of others by adhering to the Academic Integrity Policy</i>

I have the right to make progress in a broad and balanced, international curriculum

I have the responsibility to be present, punctual and ready to learn

Click [here](#) to read our behaviour policy, in full.

APPENDIX: LINKS TO POLICIES AND PROCEDURES

The following list of links will take you to the most up-to-date versions of GJS policies and procedures. It is the responsibility of all GJS staff to know and follow the information contained within.

General

- [School Website](#)
- [2021-2022 Whole School Calendar](#)

Handbooks

- [Diploma Programme Handbook](#)
- [Middle Years Programme Handbook](#)

Policies

- [Academic Integrity](#)
- [Assessment](#)
- [Child Protection Policy](#)
- [Peer on Peer Abuse Policy](#)
- [Behaviour Policy](#)
- [Information and Communication Technology](#)
- [Language Policy](#)
- [Learning Diversity and Inclusion](#)

- [Uniform and Dress](#)

Procedures

- [Internal Progression Procedures](#)
- [Providing a Safe and Supportive School Environment](#)
- [Home-Based Learning Procedures](#)